

**E2SHB 2489** - S COMM AMD

By Committee on Early Learning, K-12 & Higher Education

1       Strike everything after the enacting clause and insert the  
2 following:

3       "NEW SECTION. **Sec. 1.** A new section is added to chapter 28A.655  
4 RCW to read as follows:

5       For each high school student who was not successful on any or all  
6 of the content areas of the high school Washington assessment of  
7 student learning, either initially or after subsequent retakes of the  
8 assessment:

9       (1) The school district shall update the student learning plan  
10 required under RCW 28A.655.061;

11       (2) The school district shall arrange a conference that is, when  
12 possible, led by the student, for the student, the student's parent or  
13 guardian, and a representative from the school or school district to  
14 discuss the remedial extended learning activities the district will  
15 provide under section 2 of this act and explain the student's  
16 opportunity to participate in courses, programs, and other steps that  
17 the student can take to assist the student in meeting the state  
18 academic standards and assist the student to graduate;

19       (3) If the student is in out-of-home care as defined by RCW  
20 13.34.030, the school district shall include the student's social  
21 worker assigned from the department of social and health services in  
22 the student-led conference.

23       NEW SECTION. **Sec. 2.** A new section is added to chapter 28A.655  
24 RCW to read as follows:

25       Moneys appropriated for the purpose of providing remediation for  
26 students who were not successful on any or all of the content areas of  
27 the high school Washington assessment of student learning shall be  
28 allocated to school districts by the superintendent of public

1 instruction in accordance with the biennial appropriations act. School  
2 districts shall expend the funds on remedial extended learning  
3 activities as provided in this section.

4 (1) Remedial extended learning activities may include summer  
5 school, before and after school programs, Saturday classes, skill  
6 seminars, assessment preparation, intensive courses during the school  
7 year, and in-school or out-of-school tutoring.

8 (2) The superintendent of public instruction shall review available  
9 remedial extended learning activities and shall provide information to  
10 districts about these activities. Remedial extended learning  
11 activities may occur on the school campus, via the internet using the  
12 digital learning commons or other providers of online courses and  
13 materials, or at other locations and times that meet student needs.

14 (3) Within available funds, any student who was not successful on  
15 any or all of the content areas of the high school Washington  
16 assessment of student learning may participate in remedial extended  
17 learning activities.

18 (4) Funding shall be provided based on students served in remedial  
19 extended learning activities.

20 **Sec. 3.** RCW 28A.230.195 and 2005 c 217 s 1 are each amended to  
21 read as follows:

22 (1) If students' scores on the test or assessments under RCW  
23 28A.655.070 indicate that students need help in identified areas, the  
24 school district shall evaluate its instructional practices and make  
25 appropriate adjustments.

26 (2) Each school district shall notify the parents or guardians of  
27 each student of their child's performance on the test and assessments  
28 conducted under this chapter. If a student is in out-of-home care as  
29 defined by RCW 13.34.030, the district shall also notify the assigned  
30 social worker from the department of social and health services.

31 (3) Notification to the parent, guardian, or assigned social worker  
32 of the assessment results for a student who was not successful on any  
33 or all of the content areas of the high school Washington assessment of  
34 student learning shall include the following additional information:

35 (a) A description of the skill areas in which the student needs  
36 improvement;

1       (b) The student's opportunity to participate in courses, programs,  
2 and other steps that the student can take to demonstrate that he or she  
3 has gained the necessary skills and knowledge and assist the student to  
4 graduate;

5       (c) The availability and importance of remedial extended learning  
6 activities and how to access these programs;

7       (d) Information about the next available opportunity for the  
8 student to retake the assessment, possible alternative assessments, and  
9 other options for high school completion; and

10       (e) Information about how the parent or guardian can view a copy of  
11 the assessment and compare it to the student's results.

12       **Sec. 4.** RCW 28A.655.070 and 2005 c 497 s 106 are each amended to  
13 read as follows:

14       (1) The superintendent of public instruction shall develop  
15 essential academic learning requirements that identify the knowledge  
16 and skills all public school students need to know and be able to do  
17 based on the student learning goals in RCW 28A.150.210, develop student  
18 assessments, and implement the accountability recommendations and  
19 requests regarding assistance, rewards, and recognition of the state  
20 board of education.

21       (2) The superintendent of public instruction shall:

22       (a) Periodically revise the essential academic learning  
23 requirements, as needed, based on the student learning goals in RCW  
24 28A.150.210. Goals one and two shall be considered primary. To the  
25 maximum extent possible, the superintendent shall integrate goal four  
26 and the knowledge and skill areas in the other goals in the essential  
27 academic learning requirements; and

28       (b) Review and prioritize the essential academic learning  
29 requirements and identify, with clear and concise descriptions, the  
30 grade level content expectations to be assessed on the Washington  
31 assessment of student learning and used for state or federal  
32 accountability purposes. The review, prioritization, and  
33 identification shall result in more focus and targeting with an  
34 emphasis on depth over breadth in the number of grade level content  
35 expectations assessed at each grade level. Grade level content  
36 expectations shall be articulated over the grades as a sequence of  
37 expectations and performances that are logical, build with increasing

1 depth after foundational knowledge and skills are acquired, and  
2 reflect, where appropriate, the sequential nature of the discipline.  
3 The office of the superintendent of public instruction, within seven  
4 working days, shall post on its web site any grade level content  
5 expectations provided to an assessment vendor for use in constructing  
6 the Washington assessment of student learning.

7 (3) In consultation with the state board of education, the  
8 superintendent of public instruction shall maintain and continue to  
9 develop and revise a statewide academic assessment system in the  
10 content areas of reading, writing, mathematics, and science for use in  
11 the elementary, middle, and high school years designed to determine if  
12 each student has mastered the essential academic learning requirements  
13 identified in subsection (1) of this section. School districts shall  
14 administer the assessments under guidelines adopted by the  
15 superintendent of public instruction. The academic assessment system  
16 shall include a variety of assessment methods, including criterion-  
17 referenced and performance-based measures.

18 (4) If the superintendent proposes any modification to the  
19 essential academic learning requirements or the statewide assessments,  
20 then the superintendent shall, upon request, provide opportunities for  
21 the education committees of the house of representatives and the senate  
22 to review the assessments and proposed modifications to the essential  
23 academic learning requirements before the modifications are adopted.

24 (5)(a) The assessment system shall be designed so that the results  
25 under the assessment system are used by educators as tools to evaluate  
26 instructional practices, and to initiate appropriate educational  
27 support for students who have not mastered the essential academic  
28 learning requirements at the appropriate periods in the student's  
29 educational development.

30 (b) Assessments measuring the essential academic learning  
31 requirements in the content area of science shall be available for  
32 mandatory use in middle schools and high schools by the 2003-04 school  
33 year and for mandatory use in elementary schools by the 2004-05 school  
34 year unless the legislature takes action to delay or prevent  
35 implementation of the assessment.

36 (6) By September 2007, the results for reading and mathematics  
37 shall be reported in a format that will allow parents and teachers to

1 determine the academic gain a student has acquired in those content  
2 areas from one school year to the next.

3 (7) To assist parents and teachers in their efforts to provide  
4 educational support to individual students, the superintendent of  
5 public instruction shall provide as much individual student performance  
6 information as possible within the constraints of the assessment  
7 system's item bank. The superintendent shall also provide to school  
8 districts:

9 (a) Information on classroom-based and other assessments that may  
10 provide additional achievement information for individual students; and

11 (b) Review a collection of diagnostic tools that educators may use  
12 to evaluate the academic status of individual students particularly  
13 students who were not successful on one or more of the content areas of  
14 the high school Washington assessment of student learning. The  
15 superintendent shall identify diagnostic assessments that are available  
16 and distribute information to school districts on how to access the  
17 diagnostic assessments, including putting such information on the  
18 internet web site of the office of the superintendent of public  
19 instruction. The tools shall be designed to be inexpensive, easily  
20 administered, and quickly and easily scored, with results provided in  
21 a format that may be easily shared with parents and students.

22 (8) To the maximum extent possible, the superintendent shall  
23 integrate knowledge and skill areas in development of the assessments.

24 (9) Assessments for goals three and four of RCW 28A.150.210 shall  
25 be integrated in the essential academic learning requirements and  
26 assessments for goals one and two.

27 (10) The superintendent shall develop assessments that are directly  
28 related to the essential academic learning requirements, and are not  
29 biased toward persons with different learning styles, racial or ethnic  
30 backgrounds, or on the basis of gender.

31 (11) The superintendent shall consider methods to address the  
32 unique needs of special education students when developing the  
33 assessments under this section.

34 (12) The superintendent shall consider methods to address the  
35 unique needs of highly capable students when developing the assessments  
36 under this section.

37 (13) The superintendent shall post on the superintendent's web site

1 lists of resources and model assessments in social studies, the arts,  
2 and health and fitness.

3 **Sec. 5.** RCW 28A.655.200 and 2005 c 217 s 2 are each amended to  
4 read as follows:

5 (1) (~~The legislature finds that the mandatory norm referenced~~  
6 ~~student assessments eliminated under chapter 217, Laws of 2005 provide~~  
7 ~~information that teachers and parents use to improve student~~  
8 ~~learning.~~) In the absence of mandatory, statewide, norm-referenced  
9 assessments, the legislature intends to permit school districts to  
10 offer norm-referenced assessments ((at the districts' own expense))  
11 and make diagnostic tools available ((that provide information that is  
12 at least as valuable as the information eliminated under chapter 217,  
13 Laws of 2005)) if funding is provided for diagnostic assessments for  
14 early intervention before the high school Washington assessment of  
15 student learning.

16 (2) In addition to the diagnostic assessments provided under  
17 subsection (5) of this section, school districts may, at their own  
18 expense, administer norm-referenced assessments to students.

19 (3) By September 1, 2005, subject to available funds, the office of  
20 the superintendent of public instruction shall post on its web site for  
21 voluntary use by school districts, a guide of diagnostic assessments.  
22 The assessments in the guide, to the extent possible, shall include the  
23 characteristics listed in subsection (4)(~~(a) through (e)~~) of this  
24 section.

25 (4) (~~By September 1, 2006, subject to the availability of amounts~~  
26 ~~appropriated for this specific purpose)) By September 1, 2007, the  
27 office of the superintendent of public instruction shall ((make  
28 available to school districts)) have identified diagnostic assessments  
29 that help improve student learning and shall make information about how  
30 districts may access these assessments readily available via its web  
31 site. To the greatest extent possible, the assessments shall be:~~

- 32 (a) Aligned to the state's grade level expectations;  
33 (b) Individualized to each student's performance level;  
34 (c) Administered efficiently to provide results either immediately  
35 or within two weeks;  
36 (d) Capable of measuring individual student growth over time and

1 allowing student progress to be compared to other students across the  
2 country; ((and))

- 3 (e) Readily available to parents; and
- 4 (f) Cost-effective.

5 (5) If funds are appropriated, the superintendent of public  
6 instruction shall reimburse school districts for administration of  
7 diagnostic assessments in grades nine and ten for the purpose of  
8 identifying academic weaknesses and developing targeted instructional  
9 strategies to assist students before the high school Washington  
10 assessment of student learning.

11 (6) The office of the superintendent of public instruction is  
12 encouraged to offer at ((their)) statewide and regional staff  
13 development activities training opportunities that would assist  
14 practitioners in:

- 15 (a) The interpretation of diagnostic assessments; and
- 16 (b) Application of instructional strategies that will increase  
17 student learning based on diagnostic assessment data.

18 NEW SECTION. Sec. 6. A new section is added to chapter 28A.300  
19 RCW to read as follows:

20 Subject to the availability of funds appropriated for this purpose,  
21 the superintendent of public instruction shall negotiate statewide  
22 contracts with providers of online courses, materials, and diagnostic  
23 assessments to provide remedial extended learning activities and  
24 preresolution and postresolution assessments under section 2 of this  
25 act. The superintendent shall act as a broker between school districts  
26 that elect to use the courses, materials, or assessments offered by a  
27 provider and the provider in order to facilitate contract negotiations,  
28 ensure consistent and equitable contract terms, and reduce  
29 administrative burden on both parties. Nothing in this section prevents  
30 a school district from independently negotiating contracts with  
31 providers of online courses, materials, or diagnostic assessments.

32 NEW SECTION. Sec. 7. RCW 28A.230.195 is recodified as a new  
33 section in chapter 28A.655 RCW."

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1           On page 1, line 2 of the title, after "time;" strike the remainder  
2 of the title and insert "amending RCW 28A.230.195, 28A.655.070, and  
3 28A.655.200; adding new sections to chapter 28A.655 RCW; adding a new  
4 section to chapter 28A.300 RCW; and recodifying RCW 28A.230.195."

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